UNIVERSITY of FLORIDA
College of Education

SDS 3482: Stress and Anxiety Management

Course Instructor: Mercedes Machado, M.Ed.Ed.S

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Office: Norman Hall 1313C, office hours: by appointment

Sections: 0947

Mode of instruction: online   **Canvas website:** *http://lss.at.ufl.edu*

3.0 Credit hours

Catalog description: Overview of theories and methods of stress and anxiety control and reduction.

Course goals: By the end of the course, students will be able to:

Interpret the nature and causes of stress.	1
Differentiate individual responses to stress.	2
Learn and use a wide range of techniques for managing stress.	3
Generate personal growth and self-awareness	4

What I hope you can learn from this course:
- ✓ What stress is—emotionally and physiologically—and how it affects your health, as well as others.
- ✓ How you evaluate your current level of stress and develop an understanding of your personal triggers and stressors.
- ✓ Apply what you learn to your own life by using the tools and activities in this course to become an active participant in managing your own stress.

Textbooks:

Required: Comprehensive Stress Management, Greenberg, 13th edition, (2013), ISBN: 0073529729 ** This text is referred to as CSM in syllabus

Recommended: Sood, A. (2013). The Mayo Clinic Guide to Stress-Free Living. Boston, MA: Da Capo Press. ISBN: 978-0-7382-1712-3 **This text is referred to as MCG in syllabus

Instructional Methods: Due to the nature of the course, technology will be utilized in a variety of ways. Students will be expected to participate in online discussion board prompts with frequent dialogue and discussion. Another component of this course is personal reflection. Students will be expected to critically analyze their own behaviors and those of others to promote self-development and awareness. Video reflection is a powerful form and allows for you to demonstrate some communication skills. This form will be used, in addition to written personal reflections.

Course Format: There are no class meetings on campus. You work independently, at the time and place of your choosing and at your own pace, but must follow the identified due dates. **All modules will open on a Monday and close on a Sunday**. You must be online to see announcements, submit required work, take quizzes, and participate in class discussions.

Time management is crucial to your academic success, especially in an online course. So be prepared to create a schedule that works for you and stick to it. **Please note that NO late work will be accepted.** However, I am human and understand that life happens. Should you find yourself not able to meet a deadline, please contact me ***prior*** to the deadline so that we can discuss a resolution.

Course Communications: Since this is an online course, most of our communication will be through the Canvas website. Submission of all assignments, quizzes, and discussions will take place here. If a personal problem or concern arises, please email me directly at mmachado@ufl.edu Otherwise, if you have a question that is related to course content, first post it in the Student Lounge area for an answer, or use the chat room. Your next point of contact would be College of Education Technology support services. I will do my best to communicate with you in a timely manner; however, since there are typically more than 100 students enrolled in this course, please allow up to 48 hours for a response.

Netiquette Expectations: All students are expected to follow rules of common courtesy in all email messages, threaded discussions and chats

- **Be professional** at all times. You are preparing yourself to be a career professional. Remember this as you establish your online presence.
- **Be respectful** of other people. Everyone is entitled to his or her own opinion. While it is okay to disagree, please do so with respect to others.
- **Be calm**. If you are upset or frustrated, keep this out of your communications with your fellow students or instructors. An angry or sarcastic comment does little to win respect or cooperation. Think about what you are going to say in an unemotional, professional manner (consider waiting overnight about what you truly want to say before sending/posting.) Provide adequate information when asking for help or assistance from your instructors or classmates.
- **Humor and sarcasm**. Because there are no visual cues in distance education, humor and sarcasm are nearly impossible to discern. Be very careful when interjecting humor and refrain from using any remarks that are sarcastic in nature.
- **Harassment and other offensive behavior**. The online learning environment is no place to harass, threaten, or embarrass others. Comments that can be viewed, as offensive, sexist, or racially motivated will not be tolerated. It is never appropriate to put anyone down because of his or her age, race, religion, color, sex, or sexual preference. The instructor may deem it necessary to remove any such online postings or discussions.
- **Offensive material**. Students may not post, transmit, promote, or distribute content that is racially, religiously, or ethnically offensive or is harmful, abusive, vulgar, sexually explicit, otherwise potentially offensive.
- **Capital letters and bolding**. In written communication, the use of capital letters and/or bolding is used for emphasis. In much of the corporate world, writing in all caps is considered yelling. Yelling is not tolerated in a residential classroom and, therefore, is not acceptable in any online communications with students.

Online Discussion Boards: When you are assigned online discussion prompts, you are required to write an initial posting of <u>at least 300 words</u>, into *your* assigned discussion group (organized by student last names). These are typically your own thoughts and/or applications of the concepts presented. Additionally, you are required to respond to at least TWO other classmates. There is no word requirement for your response. However, it is expected you're your response be constructive and meaningful. **Note: If you do not make your own initial post, you will not be eligible to earn any points, even if you respond to your classmates' postings. Initial postings due on Thursday, while responses to at least TWO classmates are due by Sunday.**

Expectations:
1. **Construct responses that demonstrate critical thinking.**
Try to avoid messages that simply agree with the discussion like Great job! or Totally agree! Although supportive comments are ALWAYS encouraged, build on your affirmation by expressing your point of view or reasoning behind your agreement. Introduce related concepts, expand examples, or refine a point.
2. **Actively utilize course materials within discussions.**
As you consider discussion questions and others' observations, can you identify where concepts from our readings would help support or clarify points made? Use the readings and lectures to help validate your point. Your response might begin with "On page 97, the author highlights…"
3. **Include your own perspectives and personal experience.**
Try to see where subtle points might be overlooked and bring those points out in your discussion. Bring in content from your personal/professional experience that you feel really adds clarity to a point or issue.
4. **Be descriptive.**
Provide details that illustrate your point of view. Adding narrative to your point adds interest and can clarify theories and concepts that might not otherwise be clear. Remember, your words are communicating your thoughts, feelings, and reactions.

Lab Assessments: Throughout the semester, you will participate in Lab Assessments (LA's) from your textbook. Since there are typically not right or wrong answers, it would be in your best interest to be as authentic as possible in answering the questions. The intent of these is to allow you to assess and then reflect upon how stress and anxiety impact you and those around you.

Course Requirements: The content of the course has been broken into modules. Most tasks within the modules will be worth 5-30 points each.

Stress Portfolio: While there will not be a final examination in this course, you will be responsible for putting together a Stress Portfolio as your final project. This will involve you making ONE PDF document that contains several of your assignments and reflections, along with a final reflection of the course. This portfolio will be labeled and put together in organized fashion. Further details can be found in the Resources and at the end of the syllabus.

Due date: **anytime between December 5th and 9th, 2016**   (125 points)

Extra Credit: Throughout the semester, there MAY be opportunities for extra credit. These opportunities will be posted in the ANNOUNCEMENTS section. Points will be added to the final portfolio.

Technology Requirements:
- ✓ You are expected to have the equipment at your home **or** be able to travel to the UF campus to connect to a computer with stable internet service, such as Wifi. (Note: You are responsible for technical problems that arise with your equipment.)
- ✓ Webcam with microphone and recording capabilities
- ✓ Skype account for communications with instructor and classmates
- ✓ Technical problems on your end must be documented and communicated to the instructor **immediately** in order to receive extensions on the assignments. For the possibility of technical problems, please make it a practice to save all your messages and assignments submitted for the course.
- ✓ If you have any questions not answered below, please send an email to help@coe.ufl.edu and the College of Education Helpdesk will get back to you. Their hours are Monday - Friday 8am - 5pm. If you need immediate assistance outside of the hours listed above, you can contact the UF Computing Helpdesk Please email me directly to let me know that a problem has arisen and provide me with the tracking number.

University of Florida Policies

University Policy on Accommodating Students with Disabilities: Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not

retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

University Policy on Academic Misconduct: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php.

Getting Help: Resources for Students

The University of Florida recognizes that pursuit of an online degree requires just as much student support as pursuit of a traditional on-campus degree and therefore, each online program is responsible for providing the same student support services to both students who are in residence on the main campus and those who are seeking an online degree through distance learning. Resources are available at http://www.distance.ufl.edu/getting-help and at the following:

Online Computing Help Desk- e-Learning Support Services The UF Computing Help Desk is available to assist students when they are having technical issues.

Online Library Help Desk The help desk is available to assist students with access to all UF Libraries resources.

Disability Resource Center If you have a physical, learning, sensory or psychological disability, please visit our Disabilities Resource Center.

Counseling and Wellness Center Would you like to speak to a counselor about a problem that you are having? Please visit our counseling and wellness center.

Dean of Students Office Do you need help resolving a conflict or would you like access to the student code of conduct? Visit the Dean of Students site.

Student Complaints If you have an unresolved administrative issue while enrolled in a distance learning program, please contact us at distance@dce.ufl.edu

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. However, such changes will be clearly communicated to all students through online announcements on Canvas.

Course Structure

Task descriptions:

<u>Chapter Quiz:</u> Each week, you will have a 10 point quiz on the content for that particular week. Quizzes are due on Wednesdays.

<u>Discussion Board</u>: Initial postings are due on Thursdays; Responses to classmates are due on Sundays.

<u>Assignments:</u> For each chapter, you will have a small assignment or lab assessment from your textbook. In some modules, there is also a larger assignment, and thus, worth more points. These are due on Sundays.

Module 1: Scientific Foundations

	Assigned Tasks (points possible)	Due Date	Total Points
Week 1 August 22-28 (CSM) Chapter 1: What is Stress? *Optional:* *[MCG, Chapter1]*	• Introduction (10) • Syllabus Quiz (10) • Discussion Board (10) • Personal Reflection on Stress (10)	• Sunday, August 28 • Sunday, August 28 • Sunday, August 28 • Sunday, August 28	40
Week 2 August 29-Sept. 4 (CSM) Chapter 2: Stress Psychophysiology *Optional:* *[MCG, Chapter 2]*	• Chapter 1 Quiz (10) • Chapter 2 Quiz (10) • Discussion Board (10) • Personal Wellness Wheel Assignment (20)	• Wednesday • Wednesday • Thursday/Sunday • Sunday	50

	Assigned Tasks (points possible)	Due Date	Total Points
Week 3 Sept. 5-11 (CSM) Chapter 3: Stress and Illness/Disease *Optional:* *[MCG, Chapter 3 & 4]*	• Chapter 3 Quiz (10) • Discussion Board (10) • Resource Guide (20)	• Wednesday • Thursday/Sunday • Sunday	40

Module 2: Specific Applications

	Assigned Tasks (points possible)	Due Date	Total Points
Week 4 Sept. 12-18 (CSM) Chapter 4: Stress and the College Student *Optional:* *[MCG, Chapter 5 & 6]*	• Chapter 4 Quiz (10) • Discussion Board (10) • Creative Motivation Assignment (20)	• Wednesday • Thursday/Sunday • Sunday	40
Week 5 Sept. 19-25 (CSM) Chapter 15: Diversity and Stress	• Chapter 15 Quiz (10) • Discussion Board (10) • Lab Assessment 15.2 & 15.3 (20)	• Wednesday • Thursday/Sunday • Sunday	40

Optional: *[MCG, Part 6: Acceptance]*			
Week 6 Sept. 26-Oct. 2 (CSM) Chapter 16: Occupational Stress & Chapter 17: Family Stress	• Chapters 16 & 17 Quiz (10) • Discussion Board (10) • Ask the Experts Assignment (20) • We are Family Assignment (20)	• Wednesday • Thursday/Sunday • Sunday • Sunday	60

Module 3: Life-Situation & Perception Interventions

	Assigned Tasks	Due Date	Total Points
Week 7 Oct. 3-9 (CSM) Chapter 5: Intervention *Optional:* *[MCG, Chapter 7 & 8]*	• Chapter 5 Quiz (10) • Discussion Board (10)	• Wednesday • Thursday/Sunday • Sunday	20
Week 8 Oct. 10-16 (CSM) Chapter 6: Life Situation Interventions: Intrapersonal *Optional:* *[MCG, Part 4: Gratitude]*	• Chapter 6 Quiz (10) • Discussion Board (10)	• Wednesday • Thursday/Sunday • Sunday	20
Week 9 Oct. 17-23 (CSM) Chapter 8: Perception Interventions	• Chapter 8 Quiz (10) • Discussion Board (10) • Perceptions of Nature Assignment (20)	• Wednesday • Thursday/Sunday • Sunday	40

Optional:			
[MCG, Part 9: Tribe]			

Module 4: Physiological Arousal & Behavior Change Interventions

	Assigned Tasks	Due Date	Total Points
Week 10 Oct. 24-30 (CSM) Chapter 7: Life-Situation Intervention: Interpersonal *Optional:* *[MCG, Part 5:* *Compassion]*	• Chapter 7 Quiz (10) • Discussion Board (10) • What's Your True Colors Assignment (30)	• Wednesday • Thursday/Sunday • Sunday	50
Week 11 Oct. 31-Nov. 6 (CSM) Chapter 9: Spirituality and Stress & Chapter 13: Physiological Arousal *Optional:* *[MCG, Part 7:* *Higher Meaning]*	• Chapter 9 & 13 Quiz (10) • Discussion Board (10) • Physical Activity Pyramid Assignment (20) • Spiritual Timeline Assignment (20)	• Wednesday • Thursday/Sunday • Sunday • Sunday	60
Week 12 Nov. 7-13 (CSM) Chapter 14: Strategies for Decreasing	• Chapter 14 Quiz (10) • Discussion Board (10) • What Works for You Assignment (20)	• Wednesday • Thursday/Sunday • Sunday	40

Stressful Behaviors *Optional:* *[MCG, Part 8: Forgiveness]*			

Module 5: Relaxation Techniques

	Assigned Tasks	Due Date	Total Points
Week 13 Nov. 14-20 (CSM) Chapter 10: Meditation *Optional:* *[MCG, Part 10: Relaxation and Reflection]*	• Chapter 10 Quiz (10) • Discussion Board (10) • Mandala Assignment (20)	• Wednesday • Thursday/Sunday • Sunday	40
Week 14 Nov. 21-27	**THANKSGIVING BREAK**		
Week 15 Nov. 28-Dec. 4 (CSM) Chapter 11: Autogenic Training, Imagery, & Progressive	• Chapter 11 Quiz (10) • Discussion Board (10) • Audio Relaxation Assignment (20)	• Wednesday • Thursday/Sunday • Sunday	40
Week 16 Dec. 4-11 (CSM) Chapter 12: Other Relaxation Techniques	• Chapter 12 Quiz (10) • Exploring Something New Assignment (20)	• Wednesday • Sunday	30
		Stress Portfolio	**125**
		Total Possible Points	**610**

Grading Scale: Please note grades are based on points not percentages. Additionally, there are no minus grades. See the grade distribution below:

A	549 or above	90% or above
B+	518-548	85-89.9%

B	488-517	80-84.9%
C+	457-487	75-79.5%%
C	427-456	70-74.9%
D+	396-426	65-69.9%
D	366-395	60-64.9%
F	365 points or below	Below 60%

STRESS PORTFOLIO (125 points)

Due date: anytime between Dec. 7th & 9th (by 7:00pm)

Your stress portfolio serves as a compilation of your work throughout this course. I expect you to create ONE pdf document that will include SOME of the assignments you have submitted. Also, you are to create a table of contents and organize your portfolio by module.

Here's an example of what your table of contents should look like:

Table of Contents

Course Reflection	1
Module One	
Personal Introduction	X
Xxxx	X
Module Two	
Xxxx	X
Xxxx	X

Your portfolio should have a title page, table of contents (as shown above), and section headings for each module (ie, Module One: Chapter 4 Assignment). All entries should be double spaced with 1" margins. Arial, Times New Roman, or other legible fonts are acceptable. **Add creativity to enhance your portfolio (use of colors, pictures, etc.)**

The beginning of your portfolio must include a 3-4 page (12 point font, double spaced) reflection. This paper should address not only what you have learned about stress and anxiety management, but also about how you can integrate this information into your daily life. Think about what you have learned about yourself, both positive and negative attributes. Identify how you can use this information to improve yourself and quality of life.

Your portfolio **must** include the following artifacts, in this order:

	Personal Reflection Paper	25 points
Module 1	Personal Introduction (**One page, double spaced introduction similar to your video posted in the beginning of the semester**)	5 points
	Personal Wellness Wheel Assignment (original)	5 points
	Resource Guide	5 points
Module 2	Creative Motivation Assignment	10 points
	We are Family Assignment	5 points
	Ask the Experts Assignment	5 points
Module 3	Perceptions of Nature Assignment	5 points
	True Colors Assignment	5 points
Module 4	Physical Activity Pyramid Assignment	5 points
	What Works for You Assignment (**Add to your interview assignment an additional 100+ word narrative describing someone, which you have never met, but would like to interview with these questions and why you have selected them.**)	10 points
	Mandala Assignment	5 points
Module 5	Wellness Wheel Assignment (Update) (**Create an updated version of your wellness wheel and an additional 100+ word reflection on what areas have changed and why you believe they have changed.**)	20 points
	Following instructions	5 points
General	Creativity & organization	10 points
	TOTAL POINTS	**125 points**

Your final product, the Stress Portfolio, saved as ONE pdf document, must be uploaded in the *Assignments* area.